



STATE OF MICHIGAN
MICHIGAN DEPARTMENT OF LABOR AND ECONOMIC GROWTH
Office of Career and Technical Preparation

Informational Update

January 2004

**PLEASE FORWARD THIS MESSAGE TO ALL IN YOUR REGION WHO ARE RESPONSIBLE FOR
CI PLANNING, ACTIONS, ASSESSMENT, AND REPORTING.**

Message from Patty Cantú:

The Governor's budget proposal looks positive for K-12 education, as well as community colleges. As long as we can be held harmless, it is a good thing. Thanks to all of you for keeping a positive outlook and for continuing to work cooperatively during these tough economic times.

During a recent conference call with the U. S. Department of Education, it was mentioned that the reauthorization talks may begin at the end of March. In the meantime, we have one additional year to implement Perkins without any major changes. I consider it a resting period. As we hear news about the new "Sec-Tech" Act, as it is being called, I will do my best to keep you informed.

All the best to you – and remember – Spring is not far away.

Important Perkins Grant Notification

As you know, Congress has not yet begun to work on the new version of the Carl Perkins Act. In lieu of reauthorization, all states will be asking the USDOE to extend their current state plan for the 2004-2005 program year. This extension has an impact on you, as well. You will recall that you were required to submit a long-range plan that paralleled the length of Michigan's State Plan. Your long-range plan expires at the same time as the State Plan.

To rectify this situation, you must submit a letter requesting an extension of your current long-range plan for the 2004-2005 program year. Please submit the letter, along with your grant application materials.

Should you wish to revise your long-range plan, CTE Perkins and Tech Prep Coordinators should contact your OCTP regional coordinator, and postsecondary grantees should contact Ron Harkness in the Community College Services unit for guidance.

State School Aid Funding Proration

As stated in the January Update, State School Aid payments have included a notice since December that a supplemental prorating has resulted in a reduction of the amount being received. State Aid recipients must determine exactly which State Aid program to prorate. A reduction of Added Cost funding expenditures as per the proration will affect the Added Cost matching requirement.

To allow for possible Added Cost reductions due to the supplemental reduction, OCTP has revised the 4033-Expenditure Report so that the reduced amount may be reported. This reduced amount must be certified by the fiscal agency Superintendent and Business Officer on a form provided by the state. The matching requirement will be adjusted accordingly. Please contact Sandi Carter at carterse@michigan.gov or Terri Giannola at giannolag@michigan.gov if you have any questions regarding the revised Expenditure Report.

Michigan Career Portal

The Michigan Career Portal has added several terrific new links! Click on the Upper Left corner **Students and Parents** link. Under **Student Resources** are the **People At Work** videos, for all ages. Click on **Manufacturing**, to find out How Everyday Things Are Made – from “Jelly Bellys” to blue jeans. Or try the **4-H Virtual Farm** for elementary-age students. Full of sound, color, and action, these videos will keep students engaged in fun career exploration activities for hours. In the same category, check out the Military Careers link, which now includes information on the National Guard. Turn up your speakers for the Air Force, Navy and Army links, for the full effect. The related ROTC links for each military branch have information on postsecondary scholarships and training opportunities for high school students.

During the month of January 2004, the Career Portal reached its highest volume to date with 97,450 unique visitors and 231,037 page views. Prior to January, unique visitors averaged 65,000 per month. We think the word is spreading, with much thanks to you! www.michigan.gov/careers.

Inservice for Community Colleges

The Office of Postsecondary Services, Community College Services Unit, will be holding it's annual Carl D. Perkins applications inservice March 23, 24, and 25 at the Henry Center for Executive Development, Michigan State University. With fiscal year 2004-2005 applications, CCSU will be introducing a new web site and an on-line application process. This “hands-on” inservice for community college Perkins liaisons and grant coordinators will focus on becoming familiar with and navigating the site.

CCTI in Michigan

Many of you have heard of the CCTI (College and Career Transitions Initiative), but have limited information on the project that is now in its second year of funding from the U.S. Department of Education, the Office of Vocational and Adult Education.

The USDOE, using the same 16 career areas used in the Career Cluster Initiative, gave \$3 million to the League of Innovation in the Community College unit to facilitate and expand promising college and career transition strategies and programs of study to both the secondary and postsecondary levels. The initiative is designed to support the principals established in the No Child Left Behind legislation of 2001 (NCLB), by investing in strategies to 1) close the achievement gap, 2) create meaningful educational options that help students with diverse backgrounds and needs reach unfamiliarly high standards, and 3) ensure that students attain these high standards at each level of their educational careers.

One of the given career areas chosen by CCTI is Education and Training. The OCTP, in an effort to collaborate with this initiative is working to get the three community colleges in the Initiative as pilot sites for the Education and Training Career Cluster. We are instrumental in bringing the two initiatives into communication. One of our Education and Training Career Cluster Advisory Committee members, George Boggs, (American Association of Community Colleges president and CEO) is on the CCTI Advisory Work Group. Kim Green, Executive Director of the National Association of State Directors of Career and Technical Education (NASDCTE), also serves on the CCTI Advisory Work Group. Laurance Warford (CCTI Project Director) has asked OCTP staff to present the Career Cluster concept to the CCTI Advisory Board.

The community colleges which are our pilot sites for the Education and Training Clusters and CCTI project are: Anne Arundel, Maryland; Lorraine County, Ohio; and Maricopa County, Arizona.

For additional information, contact Carol Clark, Career Cluster Coordinator, Office of Career and Technical Preparation at clarkcarol@michigan.gov or 517/241-4355.

It is important for you to understand that OCTP staff, in spite of state budgetary restrictions, remains at the leading edge of the National Initiative, and will continue to represent Michigan in an exemplary fashion throughout CTE.

OCR Public Notification

Carl D. Perkins Legislation and the Office for Civil Rights Guideline IV(O) requires agencies that receive federal vocational funds to annually issue public notification that all career and technical education opportunities will be offered without regard to race, color, national origin, gender, age or disability. Several requirements encompass an acceptable notice. This notification is to:

- Be made prior to the beginning of each school year.
- Advise students, parents/guardians, employees and the general public of the agency's policy of nondiscrimination.
- Contain an assurance that the lack of English language skills will not be a barrier to admission and participation in career and technical education programs.
- Be disseminated to communities of national origin minority persons with limited English language skills in their native language. Provide a brief summary of program offerings.
- Provide a brief summary of admissions criteria.
- Provide the name or title, office address and telephone number of the person(s) designated to coordinate Title IX, Section 504 and Age compliance.

Local newspapers, school newsletters, bulletins, other publications and other media are suggested ways for providing this notification. The notice must go to all households in the attendance area. In addition, this notice may be placed in course selection booklets, scheduling information, and other communications.

EXAMPLE

NEWSPAPER/NEWSLETTER ANNOUNCEMENT

Each year, the Cherwell School District offers Career and Technical Education programs at Hubble High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the guidance of certified teachers, counselors, and cooperative education coordinators. The following is a list of programs being offered this year and criteria for admission.

<u>Program</u>	<u>Criteria for Admission</u>
Health Occupations	Prerequisite – 1 year Biology
Retailing	Prerequisite – 1 year Algebra
Auto Technician	Prerequisite – 1 year Geometry
Agriscience and Natural Resources	none

All career and technical education programs follow the district's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in all programs, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs, contact:

Dr. Lyle Jones, Career and Technical Education Director
Central Administration Office
Cherwell School District
14 Lake Michigan Drive
Cherwell, Michigan 42799
(616) 934-7000

Inquiries regarding nondiscrimination policies should be directed to:

Dr. Karen Miffen, Assistant Superintendent
Cherwell School District
Central Administration Office
14 Lake Michigan Drive
Cherwell, Michigan 42799
(616) 934-7002

MSU Design Day

An invitation has been extended to teachers and students to attend the Mechanical Engineering Department's Nineteenth Student Design Conference at the Michigan State University Union Building on Friday, April 30, 2004. This conference comprises two overlapping conferences: the first involves students from the Department of Mechanical Engineering and the second involves 7th-12th grade students from school throughout mid-Michigan.

This conference embodies the following opportunities for experiential learning for both pupils and teachers:

- The opportunity for your students to collaborate with students from other schools and solve hands-on projects requiring creativity and innovation. These projects will be offered concurrently and each student attendee shall have the opportunity to participate. Projects should be scheduled at 35 minutes intervals.
- The opportunity to attend an informal question-and-answer sessions involving Honor Society students studying engineering. These graduating MSU seniors typically provide motivational advice on study skills, the rationale for the educational process in schools, and life on a university campus.
- The opportunity for 7th-12th graders to attend professional sessions, where senior-level engineering students deliver formal presentations to corporate audiences, i.e., Ford Motor Company, Kellogg Company, etc.
- The opportunity for learning in a vibrant environment from 8:45 to 12:30 on Friday, April 30, 2004.
- The opportunity to indulge in a free all-you-can-eat luncheon of sub, pizza, and pop.
- The opportunity to meet the MSU mascot, *Sparty*.

For more information, please contact:

Russ Pline, Okemos High School, (517) 351-7900 ext. 3172, pline@okemos.k12.mi.us

John Thon, Holt Junior High School, (517) 694-7117, ext. 40, jthon@holt.k12.mi.us

Career Pathways Video and Career Pathways Powerpoint CD

While supplies last, copies of the career pathways video for middle school students and the career pathways powerpoint presentation is available at no cost. If you would like copies, please email your request to Katy Duncan at duncan1@michigan.gov or call (517) 373-3373.

Have You Ever Wondered...

Copies of the *Have You Ever Wondered ...* brochure are available in quantity from the OCTP. This brochure is geared toward women interested in enrolling in math and science classes leading to careers in all career pathway areas. If you would like copies, please email your request to Katy Duncan at duncan1@michigan.gov or call (517) 373-3373. Available only while supplies last.

CEPI News

CEPI has announced an "Administrators" section to the CEPI website: www.michigan.gov/cepi/0,1607,7-113-28353---,00.html. This new section includes official correspondence, timelines, reminders, and other "help" resources. CEPI has included a subsection for MI Plan, which includes training materials and other resources.

Local 669 Sprinkler Fitters Apprenticeship Opportunities

The Local 669 Joint Apprenticeship and Training Committee conducts a five year apprenticeship program in all or part of 46 states for Sprinkler Fitters who are piping mechanics specializing in Fire Protection. We are very interested in your help to recruit qualified applicants. We also have excellent insurance, pension and education plan all paid by the employer. An entry-level rate is based on a percentage of the Journeyman rate of \$32.36 per hour and will increase every six months if qualified. Previous experience in construction or related college or military experience may enhance the entry-level wage.

The minimum qualifications for entry into the Program are:

- Must be the age of 18 or over.
- Must be a high school graduate or have a GED.
- Must be physically fit to perform the work of the trade.
- Must have military discharge under other than dishonorable conditions, *if applicable*.

Applications will be accepted five days per week except holidays, 52 weeks per year, between the hours of 9:00 - 11:30 a.m. and 1:30 - 3:00 p.m. at the contractor/employers address. All completed applications will be held on file until there is a need to interview applicants for expected opportunities.

Applications must be completed 45 days prior to interview date. All applicants must provide a copy of their birth certificate, high school diploma or GED Certificate and Military Discharge (Form DD-214) if applicable.

The Local 669 Joint Apprenticeship and Local 669 signatory contractors are Equal Employment Opportunity Employers. See attached contractor list for obtaining an application.

National Clearinghouse for Career Pathways

Purpose of the Clearinghouse:

The online National Clearinghouse for Career Pathways (formerly known as the Programs of Study Clearinghouse) is designed to help foster flourishing Career and Technical Education by identifying and disseminating information about successful technical programs through a searchable database that will enable other schools to build new programs based on successful models.

Where Can Programs Apply for Inclusion in the Clearinghouse? Program representatives may complete the initial screening survey at: www.cordonline.net/tpsclearinghouse/screen.htm

What Is a Career Pathway? A career pathway is a coherent sequence of rigorous academic and technical courses that prepare students for successful completion of state academic standards and more advanced postsecondary coursework related to their career area of interest.

How Will Successful Programs Be Identified? Career and technical education partnerships will be asked to complete an initial online survey to determine if they meet key criteria. If the criteria are met, partnerships will be asked to complete an in-depth profile of their programs. Successful programs selected will be added to the Clearinghouse.

What Criteria Must Successful Programs Meet? To qualify as a candidate for inclusion in the National Clearinghouse for Career Pathways, programs must meet criterion one and at least two other criteria below: A coherent, articulated sequence of secondary and postsecondary courses is offered, including rigorous academic and technical courses, culminating in an industry-recognized certificate, registered apprenticeship, or associate or baccalaureate degree. Secondary academic courses must include core courses identified by the State as necessary preparation for enrollment in postsecondary education. Technical courses must be developed in partnership with business and employer groups and prepare students for high-wage, high-demand occupations. At the secondary level, programs must prepare students for successful achievement of state academic standards and advanced work in their technical area. Opportunities for dual/concurrent enrollment should be offered to students in the 11th and 12th grades. Postsecondary level programs must be open to enrollment by adults who meet academic prerequisites, regardless of secondary level program participation.

What Program Information Will Be Disseminated?

- Broad program description, including demographics, curriculum, facilities, equipment, and budget information
- Employer and community involvement
- Worksite learning program components
- Effective recruitment and retention strategies
- Improvements in instructional strategies

- Technology tools used to enhance learning
- Faculty credentials and professional development
- Effective practices of early remediation
- Articulation guidelines
- Credits and certifications
- Course options
- Data demonstrating student success

For more information, contact:

Contact Bonnie Rinard, CORD

Phone: 254-772-8756 x262

E-mail: brinard@cord.org

Sprint Foundation has Educational Grants

The Sprint Foundation gives out about \$500,000 annually in grants for educational projects that promote school reform through the use of new technologies and through innovation in providing teachers with professional development. There is no application form or deadline for the grants, and the foundation reviews proposals throughout the year. www.acteonline.org.

New Guide to Public Schools Puts Parents in the Know

A new trilingual parent guide to Miami-Dade County Public Schools, which includes a wide range of program information and more than 100 phone numbers and Internet sites for additional help, will be delivered Friday to nearly every home in the county. The booklet covers everything from pre-kindergarten registration to high school graduation, reports Matthew Pinzur. It explains the many standardized tests given in public school, provides enrollment information for college-scholarship plans and details how to address problems in the classroom. It also answers questions about remedial programs, special education, gifted classes and magnet school applications. "We all know parents want to be armed with the best tools to help their children's future," said Linda Lecht of The Education Fund, a local education fund, which raised more than \$170,000 to print 500,000 copies. www.miami.com/mld/miamiherald/news/local/7860058.htm.

Free Tech-Savvy Girl Package for Educators

The American Association of University Women Educational Foundation offer the following FREE resources for schools:

Tech-Savvy Girls video

Tech-Savvy Girls Resource Guide

Tech-Savvy: Educating Girls in the New Computer Age – An AAUW Educational Foundation research report.

A limited number of Tech Savvy Girls packages are available in Spanish. www.aauw.org/k-12.

WomenTech Best Practices – How to Recruit/Retain Women in Technology Programs

Would you like to have women in your classes but you find that they just don't sing up? Did you once have a female student but she dropped out after the first class? Do you have a few female students but you want more? If you answered yes to any of the above questions, the WomenTech Best Practices CD is for you.

Finally, the tools you've been waiting for: A step-by-step guide chock full of winning strategies for recruiting and retaining women into your schools' technology programs. Based on the successful National Science Foundation WomenTech Project, this attractive, colorful, multi-media CD has tips, real-life examples, and sample materials to help you quickly enhance your own recruitment and retention activities. There's even ten minutes of video footage of a Women Tech Career Expo, and lot of photos throughout.

“As one of WomenTech’s demonstration sites, we used many of the tools in this CD to successfully develop women-friendly practices. As a result, we’ve already doubled the numbers of women in our targeted technical areas! This CD pulls together the project’s learnings about recruitment and retention of women into a complete and easy-to-use toolset. You won’t find this kind of information anywhere else. I highly recommend this CD to anyone who is serious about attracting more women into technology education.” – Dr. Peter Woodberry, Dean, Business and Technology, Community College of Rhode Island. www.womentechstore.com/womentech-educators.

National Women’s Law Center

A new publication on equity can be downloaded at www.cete.org/acve/majorpubs2.asp?ID=34. It includes a chapter on “Opening the Door to Career and Technical Education Programs for Women and Girls”, by the National Women’s Law Center. Leslie Annexstein provides an overview of why career and technical education programs are important for women and girls, with an emphasis on nontraditional education and training, along with the barriers faced by female students in CTE programs. Race, ethnicity, disability, and immigrant topics are also included in this comprehensive document published by Ohio State University’s Center on Education and Training for Employment.

Career Pathways Website

Leaping Lizards is an award winning website related to Career Pathways. It won a National School Public Relations Association 2003 Electronic Media Award for Distinguished Achievement for developing this site for the Career and Technical Education Department of the Uita Community School District. This site is www.WOWCTE.com.

Getting Girls Interested in Computer Science

Interesting article . . . www.math.rice.edu/~lanius/club/girls.

Article on Gender Equity

Why Don’t Women Run for Office? This article can be read at: www.brown.edu/Administration/News_Bureau/2003-04/03-074.html

NDCCTE Webcast

Dr. Susan Sclafani, Assistant Secretary of Education, Office of Vocational and Adult Education, U. S. Department of Education, moderated a panel discussion, “Building Academic, Technical and Leadership Skills: Lessons Learned from Career Technology Student Organizations”, from 11:30 to 1:00 p.m. EST on February 9, 2004. The event was held in Washington, DC. The panel members were national student leaders of career and technical education youth organizations. The panel discussion was sponsored by the National Dissemination Center for Career and Technical Education. You can view the archived webcast at: www.nccte.org/webcasts/description.asp?wc=97.

Annotated Bibliography of Online Career Development and Related Research

A comprehensive roster of career development research reports has been compiled by Meegan Gillie-Isenhour and Scott Gillie. It includes links to abstracts, executive summaries, and full reports on a variety of career development and career guidance related topics. It is available at: www.acrna.net/resources.htm

In Her Own Words

There are now twelve 15-minute videos in the Her Own Words Series on Women in Nontraditional Careers. All feature women workers speaking directly to the audience in their own voices and in their own words. “I think the average woman would amaze herself!” as one carpenter sums up the challenges and rewards of her work. These short videos are used enthusiastically by teachers, career counselors, Scout leaders, equity team members, and

vocational professionals throughout the country. Because each woman speaks directly to the audience in her own voice and in her own words, the videos are suitable for many ages. The conversational style of the videos appeals to a wide variety of audiences, from upper-elementary school to community-college and adult audiences.

The newest video, *Writing at Work*, focuses on women using their writing skills on the job. Nineteen women (including engineers, water-quality supervisor, police officers, firefighter, dentist, highway construction inspector, and others) all use writing and communicating daily as part of their jobs. As one engineer puts it, "If I can't explain my ideas, I may as well not have them." "You have to be able to present well, you have to be able to write well, or you're just someone sitting in the corner at a computer desk," says another engineer. "The ability to communicate with people is absolutely the most critical part of the job," says a police detective, who adds that a poorly written police report can keep a case from going to trial because the district attorney will know that it won't support the case adequately. A firefighter points out that when she inspects buildings, the report she writes is mailed out directly to the building's owner. "So it helps to be able to write and to spell," she says.

Titles: Math at Work: Women in Nontraditional Careers
Women in Building Construction
Women in Dentistry
Women in Engineering
Women in Firefighting
Women in Highway Construction
Women in Machining
Women in Nontraditional Careers: An Introduction
Women in Policing
Women in Welding
Work Talk: Women in Nontraditional Careers in Their Own Words
Writing at Work: Women in Nontraditional Careers

Jocelyn Riley
Her Own Words Videos
Women in Nontraditional Careers
PO Box 5264
Madison WI 53705-0264
608-271-7083
NontraditionalCareers.com website
herownword@aol.com email address

Creating Partnerships, Bridging Worlds: Family and Community Engagement

For many students, particularly students from low-income families and students of color, a significant disconnect exists between the worlds of school, family, and community. A new guide helps schools and teachers bring these diverse worlds together and recognize the assets and strengths inherent in each. Such efforts help schools to be more successful in supporting and engaging students, resulting in higher student achievement. The guide provides resources, models, and tools to help schools create a framework for family and community engagement. The framework, based in part on the work of Dr. Joyce Epstein at the National Network of Partnership Schools, Johns Hopkins University, consists of: Parenting; Communicating; Volunteering; Supporting Student Learning at Home; Inclusive Decision Making; and Collaborating with the Community. Turning Points is a comprehensive school reform model designed to strengthen the academic core of middle schools and to establish challenging, caring, and equitable learning environments that meet the needs of young adolescents.
www.turningpts.org/guides.htm.

Attention Tech Prep Partnerships

The deadline to submit your program for the 2004 Exemplary Worksite Learning Award sponsored by Caterpillar Inc. and NTPN is March 15.

Three exemplary programs will be awarded:

- Air travel and hotel accommodations for one to attend 2004 NTPN conference in Minneapolis, Minnesota, October 13-16.
- A \$1,000 cash prize
- During the conference, winners will be recognized at the NTPN membership luncheon and given the opportunity to present their formula for success to conference attendees during a featured breakout session.

This award is a great way to show-off your programs success and gain greater recognition for how Tech Prep is successful in your organization. To download an application or to learn more about the award please visit www.ntpn.info and click on “Exemplary Worksite Learning Award”. On the website you can also read about previous EWSLA winners. Please encourage your colleagues to apply and forward this message to anyone who might be interested.

Please contact Kelli Kennedy, Public Relations Associate, National Tech Prep Network, if you have any questions.

kkennedy@cord.org

601 Lake Air Drive
Waco, Texas 76710-5841

254-772-5095 x253

Fax: 254-776-2306

www.ntpn.info

Including Every Parent: A Step-by-Step Guide to Engage and Empower Parents

Educators, parents, and researchers agree – students do better at schools where parents are actively involved. Now, a new book provides a step-by-step guide for schools to increase parental involvement. But this guide is unique: it was written by teachers and parents from the Patrick O’Hearn, an elementary school in the heart of Boston widely recognized for its accomplishments in involving parents. At the O’Hearn, the payoff is clear – not only in the school’s “family atmosphere,” but in student achievement. O’Hearn students have made tremendous gains on state assessments. So many Boston parents rank the O’Hearn as their first choice that all available seats are filled and many families fill a long waiting list. “Including Every Parent” is the eighth book in the “By Teachers for Teachers” series. Each book is full of step-by-step instructions, tips, and ideas teachers can follow to replicate proven, effective practices that are working in successful public schools -- each book is developed by teachers who are making those schools succeed every day. Read the book’s introduction for free at: www.psinnovation.org/PSI/btft/booklist.html.

Education: Watching the Jobs Go By

Nicholas Kristof reports that there is one step we should take in response to the continuing wave of job outsourcing: bolster our second-rate education system. “For too many graduates, the American high school diploma signifies only a broken promise,” declares a major new study by three education policy organizations. Called the American Diploma Project, it found that 60 percent of employers rated graduates’ skills as only “fair” or “poor.” In 1957, the Soviet launching of Sputnik frightened America into substantially improving math and science education. Kristof is hoping that the loss of jobs in medicine and computers to India and elsewhere will again jolt us into bolstering our own teaching of math and science. www.nytimes.com/2004/01/11/opinion.

Technology Training for Teachers: A Better Way

Everyone believes teachers have to understand technology before they use it in their classrooms, and professional development is the preferred method to grow that understanding. The U.S. invested \$40 billion in educational technology in the ten years between 1993 and 2003. But teacher technology usage counts more than hardware installation, writes Dale Mann. Conventional professional development is expensive and widely derided by teachers as irrelevant, ineffective, too late, or too far removed from the reality of classrooms. But, without an

alternative, people who care about adding technology to teaching are left to reconcile themselves to a melancholy reality: Conventional practice may not work very well, but what else is there? Mann outlines the achievements of a new program called TeachNet. www.teachersnetwork.org/aboutus.

American Diploma Project

Following is a short but very interesting report summary about high school academic standards as it relates to students success in postsecondary education.

On February 10, the American Diploma Project (ADP) released their report “Ready or Not: Creating a High School Diploma that Counts.” The ADP consists of a partnership between Achieve, Inc., The Education Trust and the Thomas B. Fordham Foundation. The ADP report presents research detailing the gap between the education level of current high school graduates and the level education higher education institutions and employers expect from high school graduates. The report cites several statistics to prove this point.

Twenty eight percent of students entering postsecondary education require immediate remedial coursework in English, math or both. Approximately 50 percent of all postsecondary students take at least one remedial class during their respective academic careers. Approximately 60 percent of all employers rate high school graduate math and English abilities either “fair” or “poor”.

The report proposes action plans for state educational agencies, postsecondary institutions and employers to correct the lack of appropriate skills amongst high school graduates. For states, the central theme is to have more challenging state exit exams/graduation assessments. The content of these exams should match the expectations postsecondary institutions and employers have from high school graduates. Specifically, the ADP believes the high school standards they propose are more stringent than current ones publicized by the NCTM and NCTE. ADP has partnered with Indiana, Kentucky, Massachusetts, Nevada and Texas to be implementing the report’s findings.

On the postsecondary level, institutions are recommended to:

- Use high school assessment scores in the admissions process
- Use high school assessment scores to award merit-based scholarships
- Calculate and provide data on the academic performance of their students so feedback can be given to high schools

Another issue is higher education graduation rates. The report found that of those who matriculate in a postsecondary institution, fewer than half leave with a degree. The ADP recommends that postsecondary institutions take responsibility/be held accountable for the academic progress of their students after they are admitted. Institutions should not simply admit students then graduate them (ideally) in four years.

While the report recommends national standards for high school curriculums, it does not advocate national federal standards; the standards are there for states to adopt on an individual basis. The report does offer suggestions for the federal government though.

- Provide the necessary funding for student financial aid, particularly Pell Grants
- Offer resources via Higher Education Act reauthorization to aid states in aligning their curriculums with postsecondary institutions and the workforce
- Require postsecondary institutions to annually report on various statistics including retention and achievement (no definition of what constitutes postsecondary academic achievement)
- Require the 12th grade National Assessment of Educational Progress (NAEP) in English and Math in the same manner the No Child Left Behind Act requires the exams in 4th and 8th grades
- Align the NAEP with academic standards advocated in the ADP report

Although the private sector is a significant member of the overall ADP plan, the report simply asks that employers encourage local, regional and national education authorities to follow through on the report’s recommendations.

The second recommendation is for hiring practices to make full use of high school assessments (as in the way higher education institutions look at SAT scores during the admissions process).

The second aspect of the report is to very specifically lay out a set of recommended standards for math and English that would align high school, postsecondary and employer standards/expectations of education. The following is a brief synopsis of the curriculum guidelines found in the report.

English

Language

Grammar, idioms, allusions, nuances, etc.

Communication

Give and follow instructions, summarize/paraphrase, identify thesis, etc.

Writing

Notes, outlining, organization, clear communication, use of technologies and appropriate computer programs (Word, Excel, PowerPoint), develop a thesis, etc.

Research

Define problem, gather research, create and prove and thesis, cite sources, etc.

Logic

Make cohesive arguments, identify holes in arguments, analyze written and oral communication, etc.

Informational Text

Comprehend a wide range of texts including technical manuals and more specific memoranda, etc.

Media

Evaluate aural, visual and written images, understand various aspects of non-written storytelling, etc.

Literature

US history, 18th/19th century literature, poetry, etc.

Mathematics

Number Sense and Numerical Operations

Add, subtract, multiply, divide, ratios, number theory, etc.

Algebra

Algebraic expressions, manipulation of polynomials, geometric expressions, etc.

Geometry

Identify and apply geometric theorems, basic geometric definitions, Pythagorean theorem, mathematically recreate three-dimensional objects, etc.

Data Interpretation, Statistics and Probability

Read, interpret and create graphs and charts, compare data sets, bell curve, use data to make logical arguments, etc.

The full report, complete with extensive curriculum guide, is available at: www.achieve.org.

Attention Building Trades Programs

A wonderful opportunity is available for you from Milwaukee Electric Tool Corporation. Upon request, they will ship you a FREE “Tool Fundamentals Training Kit”. It includes a Tool Fundamental Manual, a Safety Video, a Safety Poster, a Milwaukee Full Line Catalog and mini-catalog, a Tools of the Trade magazine, (25) copies of the Heavy Duty Club Newsletter. The newsletters are sent out 4-6 times a year and will include tool and accessory tips and articles, and information regarding contest to win tools.

Milwaukee Electric Tool Corporation is making a commitment to helping train young people that are interested in pursuing a career in the trades. This kit focuses on the safe and proper use of power tools, and includes materials that may be integrated into your curriculum to compliment your course.

If you would like to order a FREE “Tool Fundamentals Training Kit”, contact Rich Peterson at (262) 783-8226, or (800) 729-3878.

Summer Workshop on Welding

There will be a summer workshop on welding at Ball State University on July 1, 2004, 7:00 a.m. until 7:00 p.m. The cost to attend is \$25.00 and is open to anyone interested in welding. Check may be sent to Ed Wyatt, 9551 South CR 200, Muncie, Indiana 46256. If registered participants is under 50 people, the workshop will be canceled and the money refunded. For more information, contact Ed Wyatt at (317) 576-6420, extension 303 or (765) 289-0459 or by email at: williamwyatt@msdlt.k12.in.us or wyatt.w@worldnet.att.net.

2004 National Tech Prep Network (NTPN) Conference

Excitement about the 2004 National Tech Prep Network (NTPN) conference, "Tech Prep: Strategies for Student Success," October 13-16 in Minneapolis, is building. The conference Housing and Registration forms are now available online at www.ntpn.info under "2004 Conference." You can submit the forms ONLINE or PRINT a copy and follow the instructions given on the website.

If you have submitted a Presentation Proposal Form, please wait for notification of acceptance of your presentation before submitting a registration form. If accepted, a "Presenter Registration Form" will be mailed to you with your confirmation. If you have not submitted a presentation proposal form and would like to do so, the form can be found at www.ntpn.info as well. The deadline is **March 5**.

If you have questions regarding any of the above, please don't hesitate to contact Sheila Wilson, Conference Coordinator, NTPN PO Box 21689, Waco, TX 76702-1689; Phone: 254-772-8756 x229, Fax: 254-776-2306

Overhaul Teacher Education and Recruitment

The Teaching Commission, a blue-ribbon panel of 19 leaders in government, business, philanthropy, and education, has announced a strategy to fundamentally upgrade teaching as a profession by changing the way teachers come into the field, as well as the way they are trained, assessed, supported, and compensated. While praising the work of the nation's many dedicated teachers, the new report points out that the current system fails both teachers and students. Far too many students, for example, are "taught" math by teachers who don't have a major or minor in that subject, or science by teachers who have not sufficiently demonstrated content knowledge in that area. Worse still, poor and minority students, who are often the most academically needy, tend to get the least experienced or capable teachers. Meanwhile, the most effective teachers -- those who lead, who successfully raise student achievement, and who have expertise in their subject matter -- are compensated via an antiquated, 80-year-old system that pays them the same as their least effective colleagues. "A system that does not reward excellence cannot inspire it," the report says. http://www.theteachingcommission.org/press/2004_01_14_01.html

Grant opportunities from the U.S. Department of Education

DC School Choice Incentive Program -- CFDA# 84.370A

Purpose of Program: The DC School Choice Incentive Program provides low-income parents residing in the District of Columbia (District) with expanded options for the education of their children. This program is part of a broader school improvement effort in the District that is founded on the belief that all education sectors -- public schools, public charter schools and non-public schools -- can offer quality education experiences for the District's students, and that those students who are the most economically disadvantaged have the least access to such experiences. One or more grants will be awarded on a competitive basis to eligible applicants to establish a scholarship program to provide eligible students with expanded school choice options. Students who are residents of the District and who come from households whose income does not exceed 185 percent of the poverty line are eligible to apply for scholarships from a grantee under this program. These scholarships may be used to pay the tuition and fees and transportation expenses, if any, to enable students to attend the participating District non-public elementary or secondary school of their choice. Applications Available: February 4, 2004. Deadline for Transmittal of Applications: March 5, 2004. Eligible Applicants: (a) An educational entity of the District of Columbia Government. (b) A nonprofit organization. (c) A consortium of nonprofit organizations.

Estimated Available Funds: \$12,505,778.
Estimated Range of Awards: \$5,000,000-\$12,505,778.
Estimated Average Size of Awards: \$6,252,000.
Estimated Number of Awards: 1-2.

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice. Additional information is available online at:

www.ed.gov/legislation/FedRegister/announcements/2004-1/020404c.html.

Minority Science and Engineering Improvement Program (MSEIP) -- CFDA# 84.120A

Purpose of Program: The MSEIP is designed to effect long-range improvement in science and engineering education at predominantly minority institutions and to increase the flow of underrepresented ethnic minorities, particularly minority women, into scientific and technological careers. Applications Available: January 28, 2004. Deadline for Transmittal of Applications: March 12, 2004. Deadline for Intergovernmental Review: May 11, 2004. Eligible Applicants: There are three types of MSEIP projects, each with a different set of eligible applicants. For institutional, design, and special projects described in 34 CFR 637.12 through 637.14, eligible applicants include public and private nonprofit minority institutions of higher education as defined in Section 361(1) and (2) of the Higher Education Act of 1965, as amended (HEA) and described later in this notice. For special projects described in 34 CFR 637.14(b) and (c), eligible applicants include nonprofit science-oriented organizations, professional scientific societies, institutions of higher education, and consortia of organizations as defined in section 361(3) and (4) of the HEA and described later in this notice. For cooperative projects described in 34 CFR 637.15, eligible applicants include groups of nonprofit accredited colleges and universities whose primary fiscal agent is an eligible minority institution as defined in 34 CFR 637.4(b).

Estimated Available Funds: Although Congress has not enacted a final appropriation for FY 2004, the Department is inviting applications for this competition now so that it may be prepared to make awards following enactment of that final appropriation. Based on the congressional action to date, we estimate \$4.6 million will be available for new awards under this program for FY 2004. The actual level of funding, if any, depends on final congressional action.

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice. Additional information is available online at:

www.ed.gov/legislation/FedRegister/announcements/2004-1/012704c.html.

Magnet Schools Assistance Program -- CFDA# 84.165A

Purpose of Program: The Magnet Schools Assistance Program (MSAP) provides grants to eligible LEAs and consortia of LEAs to support magnet schools that are part of an approved desegregation plan. Through the implementation of magnet schools, these program resources can be used in pursuit of the objectives of the ESEA, as reauthorized by the No Child Left Behind Act of 2001 (NCLB), which enables all elementary and secondary students to achieve to high standards and holds schools, LEAs, and States accountable for ensuring that they do so. In particular, the MSAP provides an opportunity for eligible entities to focus on expanding their capacity to provide public school choice to students who attend schools identified for improvement, corrective action, or restructuring under Title I, part A of the ESEA (Title I).

Applications Available: February 2, 2004.
Deadline for Transmittal of Applications: March 15, 2004.
Deadline for Intergovernmental Review: May 14, 2004.
Eligible Applicants: Local educational agencies (LEAs) or consortia of LEAs.

Estimated Available Funds: Although the Congress has not enacted a final appropriation for FY 2004, the Department is inviting applications for this competition now so that it may be prepared to make awards following final action on the Department's appropriations bill. Based on the congressional action to date, we estimate that \$103,750,000 will be available for new awards under this competition. The actual level of funding depends on final congressional action.

Estimated Range of Awards: \$250,000-\$3,500,000 per year.

Estimated Average Size of Awards: \$2,075,000 per year.

Maximum Award: We will reject any application that proposes a budget exceeding \$4,000,000 for a single budget period of 12 months. The Deputy Under Secretary for Innovation and Improvement may change the maximum amount through a notice published in the Federal Register.

Estimated Number of Awards: 50

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice. Additional information is available online at:

www.ed.gov/legislation/FedRegister/announcements/2004-1/020204b.html.

Elementary and Secondary School Counseling Programs – CFDA# 84.215E

Purpose of Program: The purpose of the Elementary and Secondary School Counseling program is to award grants to local educational agencies for the purpose of establishing or expanding elementary and secondary school counseling programs. Applications Available: February 3, 2004.

Deadline for Transmittal of Applications: March 19, 2004.

Deadline for Intergovernmental Review: May 18, 2004.

Eligible applicants: Local educational agencies.

Estimated available funds: \$11,500,000. Contingent upon the availability of funds, the Secretary may make additional awards in FY 2005 from the rank-ordered list of unfunded applicants from this competition.

Estimated Range of Awards: \$250,000-\$400,000.

Maximum Award: Section 5421(a)(5) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, 20 U.S.C. 7245 (ESEA) limits the amount of a grant under this program in any one year to a maximum of \$400,000.

Estimated Number of Awards: 35

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice. Additional information is available online at:

www.ed.gov/legislation/FedRegister/announcements/2004-1/020304b.html.

Institute of Education Sciences -- Multiple CFDA#s

Summary: The Director of the Institute of Education Sciences (Institute) announces three FY 2004 competitions for grants to support education research. The Director takes this action under the Education Sciences Reform Act of 2002 (Act), Title I of Public Law 107-279. The intent of these grants is to provide national leadership in expanding fundamental knowledge and understanding of education from early childhood education through postsecondary study. Competitions in this notice: The Institute will support the following competitions in FY 2004: 1) National research and development centers. The centers will focus on the following topic areas: rural education, postsecondary education, improving low achieving schools, and innovation in education reform; 2) Predoctoral research training; and 3) Secondary analysis of data from the National Assessment of Educational Progress.

Eligible Applicants: Applicants that have the ability and capacity to conduct scientifically valid research are eligible to apply. Eligible applicants include, but are not limited to, non-profit and for-profit organizations and public and private agencies and institutions, such as colleges and universities.

Request for Applications and Other Information: Information regarding program and application requirements for each of the Institute's competitions is contained in the applicable Request for

Applications package (RFA), which will be available at the following Web site:

www.ed.gov/programs/edresearch/applicant.html.

The RFAs will be available as follows: on February 4, 2004 for the national research and development centers and predoctoral research training competitions, and on February 11, 2004 for the secondary analysis of data from the National Assessment of Educational

Progress competition. Interested potential applicants should periodically check the Institute's website.

Fiscal Information: For national research and development centers, funds will support four centers. We expect these awards to range in size from approximately \$1 million to \$2 million per year. Awards will be for 5 years.

For predoctoral research training, we expect to make from 5 to 15 awards, depending upon the quality of applications received. We expect these awards to range from approximately \$500,000 to \$1 million per year. Awards will be made for 5 years.

For secondary analysis of National Assessment of Educational Progress data, \$700,000 is available and will support up to 10 awards for periods generally ranging from 12 to 18 months.

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice. Additional information is available online at:

www.ed.gov/legislation/FedRegister/announcements/2004-1/020304c.html.

Carol M. White Physical Education Program – CFDA# 84.215F

Purpose of Program: The Carol M. White Physical Education Program provides grants to initiate, expand, or improve physical education programs, including after-school programs, for students in one or more grades from kindergarten through 12th grade in order to help students make progress toward meeting State standards for physical education.

Applications Available: February 4, 2004.

Deadline for Transmittal of Applications: March 22, 2004.

Deadline for Intergovernmental Review: May 19, 2004.

Eligible Applicants: Local educational agencies (LEAs) and community-based organizations (CBOs), including faith-based organizations provided that they meet the applicable statutory and regulatory requirements.

Estimated Available Funds: \$69,587,000. Contingent upon the availability of funds, we may make additional awards in FY 2005 from the rank-ordered list of unfunded applicants from this competition.

Estimated Range of Awards: \$100,000-\$500,000.

Estimated Average Size of Awards: \$300,000.

Estimated Number of Awards: 230.

Additional Information: Applicable regulations, priorities, and other information are available in the Federal Register notice. Additional information is available online at:

www.ed.gov/legislation/FedRegister/announcements/2004-1/020404b.html.

NEH Professional Development Opportunity -- Landmarks of American History: Workshops for School Teachers

During the summer of 2004, the National Endowment for the Humanities (NEH) will offer a new series of professional development programs, Landmarks of American History Workshops for School Teachers. These week-long, residence-based programs provide the opportunity for K-12 educators to engage in intensive study and discussion of important topics in American history at major historical sites around the nation. Full-time teachers in American K-12 schools, whether public, public charter, private, or religiously-affiliated, are eligible to participate, as well as home-schooling parents. Other K-12 school personnel, including administrators, substitute teachers, classroom paraprofessionals, and librarians are also eligible to participate, subject to available space. Teachers selected to participate will receive a stipend of \$500 to help cover living expenses and supplies; travel supplements for educators traveling long distances will be available and allocated after participants are selected.

Landmarks Workshops are designed to give participants direct experiences in the interpretation of significant historical sites and the use of archival and other primary historical evidence. They include the best scholarship on a specific landmark or related cluster of landmarks, enabling participants to gain a sense of the importance of historical places, to make connections between what they learn in the Workshop and what they teach, and to develop teaching materials for their classrooms. Landmarks Workshops for the summer of 2004 include Mt. Vernon and the Shaping of the U.S. Constitution; History, Memory, and Memorial at Pearl Harbor; Alabama's Civil Rights Monuments; the United States Capitol; Fort Robinson, Nebraska and the Great Plains; Salem,

Massachusetts 1801-1861; Portsmouth, New Hampshire and American Identity; Savannah's Three-Century History; Black Artisans and Entrepreneurs of Antebellum North Carolina; Encounters and Change in 17th century Plymouth, and many others.

For full listings, eligibility requirements, and application instructions, see: www.neh.gov/projects/landmarks.html. These listings contain project titles and the means to contact each Landmarks Workshop director. In response to a request for information, workshop directors will send a letter describing the content, logistics, and expectations of that project. Requests for information and completed applications should NOT be directed to the National Endowment for the Humanities; they should be addressed to the individual projects as found in the listings. General questions concerning the Landmarks of American History program may be directed to the NEH Division of Education Programs, (202) 606-8463 or e-mail sem-inst@neh.gov. The deadline for applications is March 15, 2004.

NEH -- Conduct an NEH Seminar or Institute in Summer 2005

Each summer, the National Endowment for the Humanities supports faculty development through residential seminars and institutes. These projects are designed to provide teachers from across the nation with the opportunity for intensive study of important texts and topics in the humanities. Seminars and institutes are intended to foster excellent teaching by encouraging collegial discussion of humanities topics within close-knit scholarly communities. They also promote active scholarship in the humanities in ways suited to teachers at all levels from grade school through college.

Now is the time to draft a proposal to direct a seminar or institute, or to contact a colleague whom you think might be interested in developing a project. The NEH is supporting 31 projects for school teachers and 20 for college and university faculty in the summer of 2004. You may find lists of these projects on the NEH website at www.neh.gov/projects/si-school.html (school teachers) and www.neh.gov/projects/si-university.html (college and university teachers). If you or your colleagues would like to apply to offer a seminar or institute in 2005, please be in touch with one of the NEH program staff listed below to discuss your application. Program staff can answer questions, discuss current program emphases, provide samples of successful applications, and comment on an informal draft. Staff can help anticipate questions that are likely to arise in the review process.

The application guidelines can be found on the NEH website at www.neh.gov/grants/guidelines/seminars.html. Please note that these new guidelines offer the opportunity to conduct seminars and institutes that may be as short as two or three weeks. If you have any questions or suggestions, do not hesitate to call on the staff at the NEH Division of Education Programs. For general questions, call Joyce Ferguson at 202-606-8463 or Jean Hughes at 202-606-8471.

Application Deadline: March 1, 2004.

Additional information about ED funding opportunities, including discretionary grant application packages, are at: www.ed.gov. Please note that while we try to ensure that the version on the web and the Federal Register notice are the same, the Federal Register notice is the one to consult for complete and authoritative information.